DOCUMENT RESUME

ED 072 524 EA 004 839

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TITLE A Case Study of the School Personnel Utilization-Differentiated Staffing Project of the School District of Kansas City, Missouri, 1969-1972.
INSTITUTION Kansas City School District, Mo.
PUB DATE 72
NOTE 80p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Administrator Role; *Case Studies; Curriculum Development; *Differentiated Staffs; Educational Needs; Educational Objectives; *Ghettos; Individualized Instruction; Primary Education; *Public Schools; School Aides; *School Personnel; Teacher Aides; Teaching Quality; Team Teaching
IDENTIFIERS *Kansas City; Missouri

ABSTRACT

The Kansas City Differentiated Staffing Project is in operation in two schools in the central part of the school district. The project began as part of a large scale effort to offer quality education to an increasing number of black students. This report gives a history of the project, its cost and source of funding, its objectives and development, and a list of project accomplishments. The future of differentiated staffing and the means by which the efficacy of the program and its outcomes can be assessed are also discussed. Appendixes present job descriptions and salary schedules, staff findings, the Vincent evaluation of educational quality, staffing patterns at both schools, the communication system at one school, educational goals, a sample math program, test scores, and a PROVUS flowchart and evaluation to facilitate comparisons of program perfcrmance and standards. (DN)

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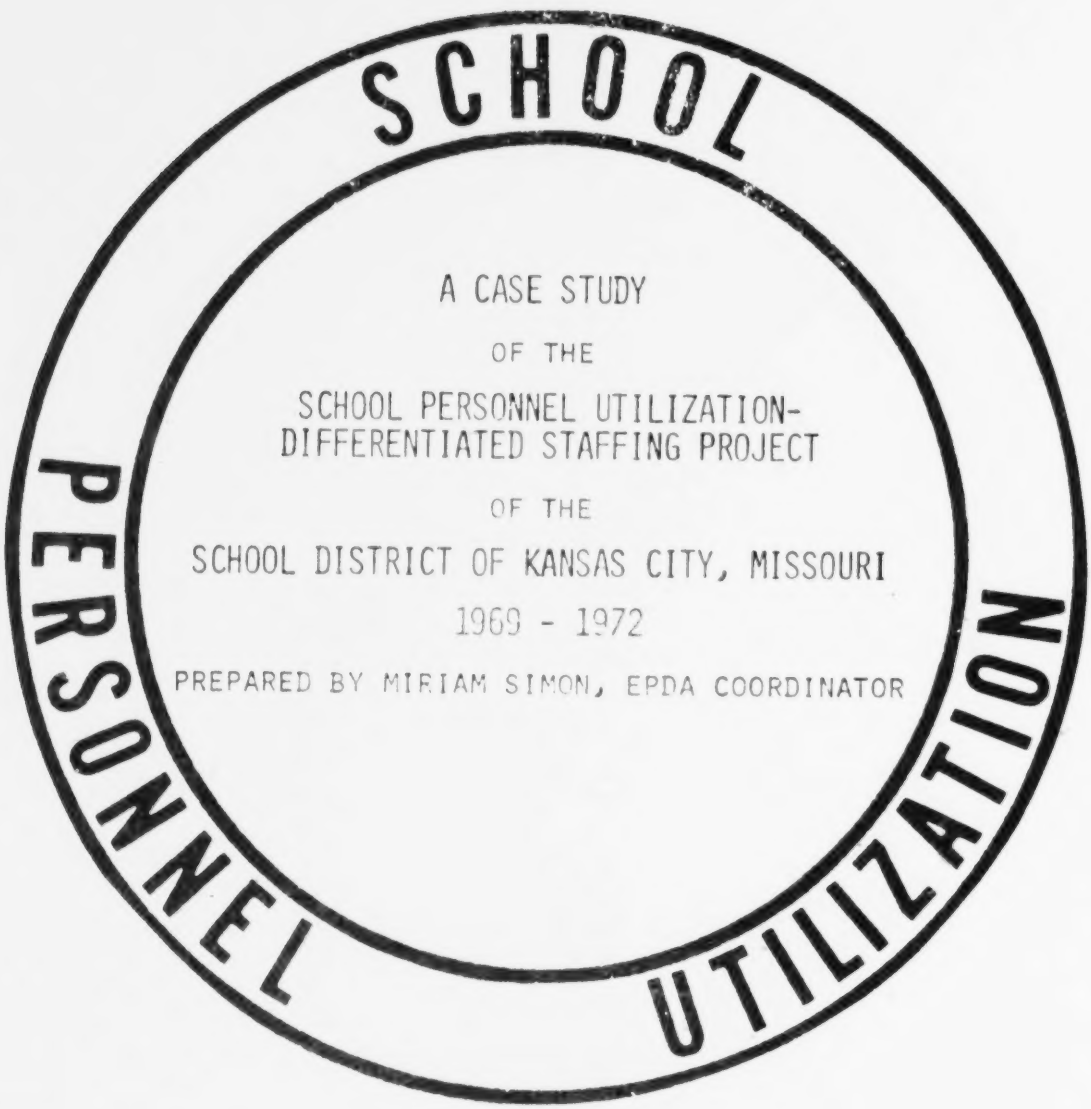

A CASE STUDY

OF THE

SCHOOL PERSONNEL UTILIZATION-DIFFERENTIATED STAFFING PROJECT

OF THE

SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

1969 - 1972

PREPARED BY MIRIAM SIMON, EPDA COORDINATOR

EA 004 839

ED 072524

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HISTORY OF THE PROJECT

The Kansas City Differentiated Staffing project is in operation in two schools in the central part of the School District. These schools serve 2,000 students who, although not hard-core poor, possess most of the documented characteristics of their "disadvantaged" peers in Title I schools eight blocks away.

The project began as a part of a large scale effort in 1967 to offer quality education to an increasing number of black students, soon to represent over 50 per-cent of the 76,000 Kansas City pupil population. Dr. Donald Hair, Assistant Superintendent in Charge of Instruction during the latter 1960's, spearheaded the District master plan that put in the black neighborhoods five new or remodeled schools with carpeting, air-conditioning, modular scheduling, team teaching, resource centers, open concept architecture and, in two, differentiated staffing.

The suggestion to experiment with differentiated staffing in the Mary Harmon Weeks elementary school and its attached junior high, Martin Luther King, Jr., came from Dr. Roy Edelfelt, Executive Secretary for NCTEPS, NEA, in a visit to Kansas City in January, 1968. Dr. Hair brough together a broad-based advisory committee to design the experimental differentiated staffing

plan that was approved by the Kansas City School Board on May 2, 1968. The significant part of that document was the adoption of a differentiated salary scale for the two schools: a commitment which would cost the District approximately $80,000 each year in increased salaries for 18 persons in supra roles and the creation of a salary scale for aides - another new category of personnel for the School District.

The new positions were based on a task analysis of the traditional teacher role, allocating the clerical and housekeeping to aides and the curriculum development, coordination and leadership to supra personnel.

The educational needs being addressed were stated as:

> *The need to provide educational and cultural experiences to enlarge the capabilities and aspiration of central city children in Grades K-9.*
>
> *The need to attract and hold highly competent teachers in central city schools.*

The special objectives of the project were to:

> *Develop and field test instructional strategies and materials to help central city children fulfill their potential.*
>
> *Implement and develop further a plan of differentiated staffing to enable the highly competent teacher to assume responsibilities and achieve status advancement and salary commensurate with his abilities so that he will choose to stay in the central city school.*
>
> *Provide realistic and productive means for the orientation and induction of beginning teachers in central city schools.*
>
> *Provide an opportunity for immediate supervisory assistance and a specially designed in-service education program for the teacher at the local school level.*
>
> *Utilize community resources to help school personnel provide improved educational opportunities for central city youth.*

Principals for the two buildings were hand picked by the administration. Notices requesting applications for the new roles to be filled were circulated

in regular School District channels, and by June 1, the staffs had been chosen by the School District personnel department. Although job descriptions of supra roles called for persons "well-versed in action research techniques," (appendix A), "knowledgeable in the field of supervision and curriculum development," "skillful in human relations," and "able to evaluate and implement new curricula and innovative practices in education," few applicants had such qualifications. Selection was made on the basis of successful teaching experience and desire to take on new responsibilities. Aides were recruited from the community.

While waiting for federal funding, the Kansas City School District contributed over $50,000 in local funds to finance a three-week summer workshop to prepare staffs for the opening of school. Consultants were Dr. Dwight Allen, Dr. Madeline Hunter, Dr. Roy Edelfelt, Dr. Alan Glatthorn, Dr. John Good, and many local consultants. Topics were "Individualized Instruction," "The Differentiated Staff at Work," and "Team Teaching." The junior high, because of its modular scheduling, had special consultants on large-group, small-group concepts. In fact, two-thirds of its workshop was devoted to preparing for modular scheduling.

The installation was not evaluated, but the general impression was that the junior high's modular scheduling was forcing all other issues into the background -- and that differentiated staffing was not sufficiently developed to use it as a tool to solve those scheduling difficulties.

Federal funds in the amount of $75,000 were granted in April, 1969. The teachers decided to use these monies in three stages: (1) to spend $20,000 for general site visitations so each staff member could gather ideas from other innovational sites; (2) to spend $5,000 on an external evaluation of student-

teacher transactions (Vincent Indicators of Quality), and (3) to design training based on data from (1) and (2).

Reports from both the visitations and the evaluation were disquieting, although the Vincent Evaluation was strong for continuation of the pattern (see appendix C). Both gave evidence that differentiated staffing, modular scheduling and individualization of instruction were overwhelming changes to effect in suburban schools. To bring them off to "enlarge the capabilities and aspirations of Negro youth, grades K-9, in two inner city schools" would take a lot more than "attracting and holding in these schools highly competent teachers."

The original plan stated that both schools would be organized for team teaching, with each team including a senior instructor or team leader, an instructor or instructors, associate instructors, intern student teacher and a paraprofessional. The plans at Weeks and King were also similar in that the design of teaching schedules would permit teachers at least one period during each day for planning ... giving the teachers an opportunity to work together during the school day to develop new and relevant curricula designed to meet the needs of students in central city schools.

The role of the principal in the implementation of the project was crucial. The principal for the elementary school saw the differentiated staff as the tool to maximize all other instructional objectives. The junior high principal saw differentiated staffing as one component in a long list of variables he needed to put together to make his school function. The difference of priorities and perceptions was crucial in the future program development of the staffs in the two schools.

But it was not as simple as that. Right from the beginning, the junior

high presented more complex problems.

The paper pattern fit perfectly for the elementary (appendix D). But, although it looked as good in print (appendix E), it took time to work for the junior high.

Dr. John A. Nelson, Jr., University of California, Santa Barbara, who conducted a brief functional analysis of the Kansas City project for SPU reported in April, 1971:

> *Both schools have similar elements in their formal structure; there are, however, some operational differences. The elementary school is less hierarchical, while the junior high school still maintains a considerable amount of traditional administrative structure. As a result the junior high school staff looks relatively less like a group decision-making body.*

This is an accurate observation, and the reason for the operational differences stemmed both from the different ways the principals looked at differentiated staffing and from the subject matter focus in the junior high.

Because the elementary principal considered the staffing an enabling device he hammered away at personnel until he got "enablers" for his leadership positions. He also built his schedule around daily planning time for each team, believing this to be the "enabling" time.

The numerical differences in the teams made joint planning an impossibility in the junior high when that was not a priority. But it was this planning time that the elementary principal insisted upon that proved the vehicle for group decision-making.

As a result, his teachers became the decision makers with regard to personnel (hiring, firing and replacement), space utilization, assignment of students, time and materials, and in in-service activities. His suggestions for team planning time and the chart of the complex communications system of committees that insures decision making across team lines are in appendix F.

DEVELOPMENT OF THE PROJECT

The project staff, in cooperation with school faculties, community and the regional laboratory, wrote a comprehensive 1970/71 request for continuation funds covering intensive training of staff based on an analysis of student, teacher, school and community needs. When this second year request for $250,000 was funded for $50,000, the staffs had to meet in several sessions to prioritize their needs.

Together, the staff tightened their belts, looked at their share of the funds, and decided they could best utilize their time, effort and talent by working (as stated in their 1970 goals - appendix G) to "establish definite, concrete, sequential and developmental learning goals in reading, mathematics and communication skills for our students so that the total school effort, through its differentiated staffing, will be focused on achieving established learning goals."

To do this, they decided to train all staff in curriculum development; to train the senior instructors in student-teacher interaction processes to maximize the effectiveness of that curriculum; and to train evaluators in skills to assess the project as a whole.

After a two-week UNIPAC workshop in August, 1970, (held for both faculties

with the remainder of 1969/70 funds), Weeks decided it would take one segment of its curriculum at a time, and revise those areas for each level of achievement. They then used their 1970/71 funds to develop the mathematics curriculum. In October, the total staff attended a two-day workshop with consultants from Cherry Creek, Colorado, and the local School District. During the school term, teams designated their staff development days to develop in detail skills and behavioral objectives for this mathematics curriculum. In June, they held a five-day write-in workshop using those staff members selected by the staff for their organizational and writing ability to edit, rewrite, and reorganize those materials produced by the staff. Press of time and lack of money have kept those materials from final production and placement in manuscript form for dissemination. As soon as both are available, they will be field-tested, refined, and published. A sample of Weeks' mathematics curriculum can be found in appendix H.

The King staff, plagued from the beginning by computerized modular scheduling, rescheduled itself to a variation of block scheduling in January, 1971. With unstructured time eliminated and with team planning time available, the staff could turn its attention to a systematic needs assessment of the King students as a first step to designing differentiated instruction to meet educational goals.

For the $50,000 grant for 1971/72, they designed training to try to meet all three categories of training needs, viz.:

> *14 senior instructors (both schools) received intensive training in interaction analysis and micro-teaching, conferencing techniques, etc.*
>
> *4 coordinating instructors (both schools) participated in a 60-hour on-site training in evaluation and research techniques (through McREL).*

35 Weeks staff are taking a course "Materials and Methods for the Disadvantaged in Language Arts" from Dr. Dave Allen, University of Missouri at Kansas City.

45 King staff are taking "How to Teach Reading in Content Areas" by a U.M.K.C. team led by Dr. John Sherk.

PROJECT PAY-OFF

How have these investments and decisions paid off?

All objectives of the project as set by a heterogeneous committee of community, college, and School District personnel have been met as follows:

Objective 1- Attract and hold teachers in central city schools through design of staff utilization and career patterns which enable the highly competent teacher to achieve professional status and salary according to his abilities.

Result- At Weeks, after the first year, the only staff who left were those who were promoted into higher positions. These openings were filled, with one exception, with persons on the Weeks staff who moved up the career ladder. This staff has developed mechanisms for continual internal evaluation and training of staff with the result that the teachers make final decisions on recommendations with regard to the hiring, transferring and replacement of staff. This has insured a highly competent staff, all working toward the same goal, all functioning in their roles.

Objective 2- Bring superior teacher talent to bear on the difficult problems of teaching the disadvantaged student.

Result- Reading scores comparison among comparable schools in Weeks' district show a much larger gain for Weeks. In a six school sample, Weeks scores went up 4 months as compared to one raise of 2 months, three "no changes" and one loss of five months. On a system-wide comparison, Weeks has come up to the system's median norm while the norm has remained constant. No other school in the surrounding area can make this claim. (See appendix I.)

At King, through horizontal differentiation, certain teachers with special skills have been aided through EPDA funds to implement programs that meet the special needs of disadvantaged students.

Objective 3- Provide a realistic and productive means for the orientation and induction of beginning teachers.

Result- Senior instructors have as a major responsibility "the supervision of student and beginning teachers," and have been provided training in that skill. In addition, each beginning teacher is part of a team that meets daily. This gives support not usually available to new teachers in self-contained situations.

Objective 4- To utilize a variety of educational resources to help all school personnel provide improved opportunities for youth.

Result- Volunteers, who are connected with the District VIE, had the special advantage of supervision by a Junior League volunteer who served as ombudsman with a coordinating instructor. In addition, EPDA funds have provided college scholarships to those persons serving 30 hours or more. This has resulted in a corps of over 20 volunteers at King.

All the aides in both buildings are participants in the Career Opportunities Program. This has meant that in addition to clerical and non-teaching duties, all aides having acquired 64 college hours in two years are now working with small groups. All teachers agree they would be unable to individualize instruction or help slow students without this knowledgeable assistance.

Because built-in support given by senior instructors, colleges in the area view this complex as an ideal place to send practicum student teachers. This provides additional personnel to further meet students' needs. At the present time, negotiations are underway with UMKC to start a pilot project using Weeks as a field-centered teacher training institution, which would provide an extra 30 college students per year as aides.

Becuase of supportive service and flexible scheduling, teachers can meet and plan daily. This has resulted in individualized diagnosis and prescription for each child -- the ultimate opportunity for youth.

There is continual evolvement of the model to better serve needs of children. The coordinating instructors have as a responsibility the evaluation

of the project to continue to provide information on which to base sound, defensible changes in its operation. It is now considering changes in its staffing pattern in order to make it more financially feasible for the School District to implement it in those schools that so desire.

THE FUTURE OF DIFFERENTIATED STAFFING IN KANSAS CITY

The project staff has three plans for continuation once funds are withdrawn. It hopes to sell to the School District the system model of differentiated staffing based on school system units (as developed by Gene M. Pillot, Sarasota, Florida). It is also in negotiation with the University of Missouri at Kansas City School of Education to start training some of its students in their freshman year through field experiences in the two schools. This will be a prototype teacher education program initiated by the Weeks-King staffs to ensure change in teacher education for disadvantaged youth. In addition, it will continue to furnish improved instruction to its clients.

From the beginning the major objective of the project has been to utilize differentiated staffing to "enlarge the capabilities and aspirations of Negro youth." Throughout the implementation, efforts have been made by both staffs to maximize inputs to change pupil behavior in the areas of math, reading, and language arts. The expertise is there. It will be the thrust of the future to demonstrate how it can be actualized into the realization of student learning outcomes.

The major objectives for the period will be to improve pupil communication skills to meet a standard set by program implementers.

To assess the efficacy of the program and its outcomes, Provus's Pittsburg Discrepancy Model was selected since it is oriented toward decision making, and will assist the program manager in deciding whether to maintain, improve, or terminate the program. Evaluation is the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program and the standards governing that aspect of the program, and (c) using discrepancy information to identify the weaknesses of the program. The evaluation process is illustrated in the flowchart in appendix J.

The process is described with a flow of questions (see appendix K.)[1]

The discrepancy information resulting from the Standard Performance comparison always leads to a decision to (1) go on to the next stage, (2) recycle the stage after there has been a change in standards or operations, (3) recycle to the first stage, or (4) terminate the project.

In December of 1970 the Kansas City, Missouri, School District adopted a list of six Student Learning Tasks for which the District is to be fully accountable. Learning Task 1, Communications Skills, is to be the thrust of this program. The specific School District Guideposts wil be rewritten as behavioral objectives for the Weeks setting. The hypothesis to this objective is:

> *That given individualized learning experiences as provided for by the differentiated staffing pattern when support systems have been developed, 70% of the students at Weeks will accomplish behavioral objectives in communications skills as developed by the staff.*

---

[1] Provus, Malcom. "Evaluation on Ongoing Programs in the Public School System, "Education Evaluation: New Roles, New Means;" National Society for the Study of Education Yearbook, University of Chicago Press, Chicago, Illinois, 1969.

Enabling objectives will be as follows:

1. *Assess pupil needs in the areas of Reading and the Language Arts.*

2. *Formulate objectives based on pupil needs.*

3. *Plan instructional programs, activities, units, etc.*

4. *Prepare appropriate materials.*

5. *Implement instructional programs.*

6. *Evaluate pupil performance.*

7. *Evaluate instructional programs and materials.*

Hypotheses to be tested through application of the Discrepancy Model are as follows:

1. *That assessment of pupil needs will have been accomplished by the week of October 9, 1972, written out, and distributed to appropriate persons.*

2. *That interim objectives will have been formulated based on the above needs, written out, and distributed to the appropriate persons by the week of October 30, 1972.*

3. *That instructional programs, activities and units will be planned congruent with objectives 2 by November 6, 1972, and plans communicated with the appropriate people by November 10, 1972.*

4. *That appropriate materials congruent with objectives 2 and 3 above will have been prepared by November 13, 1972, and disseminated.*

5. *That by November 20, 1972, the instructional programs will have been initiated as described in the plans for instructional programs, activities and units, with the appropriate materials.*

6. *That the discrepancy between expected pupil performance standards and actual pupil performance will be computed and reported by January 19, 1973.*

7. *On the basis of the discrepancy between expected and actual pupil performance, instructional programs and materials will be evaluated and recycled during the second semester.*

The program manager, principal, instructional staff and pupils will be sampled with questionnaires and interviews to be developed for that purpose.

Program modifications needed, if any, will be planned and implemented at the end of each planning-implementation-evaluation cycle, which is expected to extend for one semester.

Data gathering will be the primary responsibility of two on-site, part-time evaluators with the assistance as needed of any other staff members, including the program manager. Data will consist of pupil achievement scores, specific task performance checklists, questionnaires, and attitude measures. Pupil involvement in data gathering and evaluating will be maximized.

Rating of primary pupils skills by intermediate pupils via a checklist will be one technique employed.

Data will be cycled through the Discrepancy Model process as described previously. Primarily descriptive and quasi-experimental techniques will be implemented.

The evaluation findings will provide information by which decision-makers will determine the efficacy of the utilization of the differentiated staff in accomplishing studnets' learning tasks. Modification of the program where indicated by evaluation results is expected to improve differentiated staff utilization.

Reading, a part of School District Learning Task 1, Communications Skills, for which the District is to be fully accountable, is to be the thrust of a program to be implemented at King Junior High School by the following changes in staffing and training:

1. *Exchange two health teachers for two reading teachers.*
2. *Create a new department of reading, at least one reading teacher per grade level, with a Senior Instructor in charge.*

3. *Increase staff competencies in meeting pupil reading needs by providing six graduate hours of training in reading skills. The courses will be:*

   A. *Diagnosis and Correction of Reading Problems*

   B. *Reading in Content Areas (Advanced)*

   This will be a continuation of training as the staff is now enrolled in a three hour graduate class in reading.

4. *Have a Graduate Teacher from the University of Missouri at Kansas City Reading Center on duty 20 hours per week who will:*

   A. *Become familiar with the duties and responsibilities of the various levels of professional and paraprofessional personnel.*

   B. *Observe and evaluate the current procedures for diagnosing pupil reading needs, plan instruction to meet these needs, implement the instructional procedures, and evaluate the outcomes of the instruction in the areas of reading.*

   C. *Formulate new procedures where needed or modify current procedures with appropriate staff members at all levels.*

The major objectives for the period will be to improve pupil reading skills to meet standards set up by program implementers.

To assess the efficacy of the program and its outcomes on students, we will use evaluative techniques. Evaluation, for our program, will be the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program and the standards governing that aspect of the program, and (c) using information to identify the weaknesses and strengths of our program in terms of student outcomes.

The evaluation process will be in four sections:

1. *Cloze Procedure: Pre-tests and post-tests of contents of actual book that student is using. Increasing ability to read and understand book should be evident.*

2. *Monitor Free Reading in our Resource Center: A regular weekly and monthly count of books checked in and out by our students should increase as their level of reading increases.*

3. *Reading Attitude Scales: Pre-test and post-test should reveal a significant positive change, especially among slow readers, in the attitudes of our students in reading.*

4. *Reading Achievement Tests: One at the beginning of the year and another level of same test near the end of the school year.*

The major objective is to enhance pupil performance in reading. The specific task objectives are listed below. The hypothesis relating to this objective is:

> *That given individualized learning experiences with a competent staff trained in reading skill as provided by the differentiated staffing pattern, 70% of our students at King will show a significant improvement in reading.*

Enabling objectives will be as follows:

1. *Assess pupil needs in the areas of reading.*

2. *Formulate objectives based on pupil needs and teacher strengths.*

3. *Plan and implement instructional programs, activities, units, etc.*

4. *Purchase, prepare and select appropriate materials.*

5. *Evaluate, continue or terminate use of instructional programs and materials.*

6. *Evaluate pupil performance and outcomes.*

Program modifications needed, if not already mentioned, will be planned and implemented at the end of each planning-implementation-evaluation cycle, which will extend for one semester.

Data gathering will be the primary responsibility of two on-site, part-time, recently trained evaluators with the assistance of the program manager. Data will consist of pupil achievement scores, specific task performance

checklists, questionnaires, and attitude measures. Pupil involvement in data gathering, tutoring and evaluation will be maximized. Students will make comprehension charts, keep a record of book reports, keep a record of their Cloze Procedures and participate in their own evaluation.

The evaluation findings will provide information by which decision makers will determine the efficacy of the utilization of the differentiated staff in raising the level of reading of out students. Modification of the program where indicated by evaluation results is expected to improve differentiated staff utilization. Some other possible modification may be:

1. *Making a coordinating instructor responsible for the overall reading program. It will be his/her job to coordinate the activities, planning and instructional program and be the liason person between administration and program manager.*

2. *Greater utilization of teacher aides by giving them responsibility of working with more smaller groups in our reading program.*

3. *Greater utilization of our volunteers by letting them work with vocabulary drill of our severe retarded cases in reading.*

4. *Creating a tutoring service after school where our accelerated students can help other students. This will be on a voluntary basis.*

At the end of each cycle and evaluation of the program will be made and changes, if necessary, made. The uniqueness of this program will be that no outside evaluation will be necessary as our evaluation will be based on the success or failure of each individual student to raise his own level of reading.

At the end of the 1972-73 academic year, decision makers will evaluate the total according to these stated goals:

1. *Readiness for reading, developed through all kinds of experiences.*

2. *Motivating reading by stimulating interests, curiosity and by broadneing concepts.*

3. *Achievement of skill in work recognition, vocabulary, comprehension and speed.*

4. *Broadened experiences, ability to think and relate ideas through reading.*

5. *Development of taste, judgement and appreciation of style, literary allusion, figures of speech.*

6. *Ability to evaluate ideas and to apply criteria sharpened by reading to other media of communications such as films and television.*

7. *Attainment of pleasure, perspective, personal and social adjustment, positive self-image and understanding of others through reading.*

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APPENDIX A

JOB DESCRIPTIONS

Coordinating Instructor

Job Description:

- Participates in the teaching process and teaches demonstration classes
- Coordinates the activities with a broad segment of the curriculum
- Evaluates the total program from this segment of the curriculum and suggests a course of action
- Supervises the ordering and distribution of supplies, materials, and equipment
- Has responsibility in assessing community needs
- Investigates and initiates curriculum innovations
- Evaluates and selects new curricular materials
- Is responsible to principal
- Makes decisions relative to the segment of the instructional program

Personal and Professional Qualifications:

- Well versed in action research techniques
- Knowledgeable in the field of supervision and curriculum development
- Skillful in human relations
- Committed to teaching as a career
- Able in evaluating and implementing new curricula and innovative practices in education
- Minimum of Master's degree in elementary or secondary education, as appropriate
- Has had successful teaching experience
- Superior knowledge in a subject field
- Demonstrated organizational ability

Certification:

- Missouri state certificate in elementary education or subject field

Salary:

- Placement on the Coordinating Instructor's salary schedule

Time:

- Understands that leadership responsibilities will require time beyond the usual work day (after school, evenings, week-ends)
- Minimum day 8:00 to 4:30
- Work 44 weeks per year

Senior Instructor

Job Description:

- Serves as a team leader
- Participates on the team as a full-time teacher
- Is a member of the instructional council for the school
- Diagnoses and prescribes for the needs of the individual children in his team
- Supervises training of student teachers
- *Exerts leadership in a subject field
- Plans and schedules daily and long-range activities
- Is responsible to the Coordinating Instructor

Personal and Professional Qualifications:

- Ability to lead members of a team
- Interest in and willingness to share and try innovative experiences
- Demonstrates a knowledge of the total school curriculum
- *Major preparation in a subject field
- Minimum of a bachelor's degree in education plus acceptable graduate work
- Demonstrated successful classroom teaching experience

Certification:

- Missouri state certificate in elementary education or subject area

Salary:

- Placement on the Senior Instructor's schedule

Time:

- Work day is 8:00 to 4:30
- Works 40 weeks per year

*Junior High School

Instructor

Job Description:

- Participates on team as a full-time teacher
- Works with individuals and small groups in enrichment and developmental activities
- Responsible for large group presentations in his field of specialization
- Takes part in innovational activities
- Aids pupils in selecting adequate materials
- Follows plans as scheduled
- Is responsible to the Senior Instructor of his team

Personal and Professional Qualifications:

- Willingness to participate in a program of on-going in-service educational activities
- Minimum of a bachelor's degree in elementary education
- Demonstrated successful teaching and/or student teaching experience
- Interested in and willingness to try innovative experiences

Certification:

- Missouri state certificate in elementary education or subject area

Salary:

- Placement on teachers' salary schedule as determined by the individual's present qualifications

Time:

- Follows schedule of regular teaching day as defined in the Administrative Code. Minimum day 8:00 to 3:30
- Works 40 weeks per year

Student Teacher

Job Description:

Follows activities as determined by the college or university student teaching policy
Participates in observing and teaching activities as prescribed by the Senior Instructor
Is responsible to the assigned Senior Instructor

Personal and Professional Qualifications:

Senior college or graduate student participating in student teaching
Be working toward a certificate in teaching
Willingness to participate in a program of in-service educational activities

Certification:

None

Salary:

Not applicable for student teachers

Time:

Follows work-day schedule as prescribed by college or university advisor

Instructional Aide

Performs housekeeping and clerical tasks
Operates machines and media devices
Learns history, nature, values, mores, and style of community from which children come and how to help children express themselves
Serves as model for children in behavior, speech and writing--where applicable
Nurtures understanding, insights and imagination in each child

Instructional Aide II

Under the supervision of teacher, works with individual students and small groups in crucial areas of reading and math
Is aware of factors influencing growth and behavior of children
Under the supervision of teacher, works with supportive services in art, music and physical education

Instructional Assistant

Can perform various teaching strategies so as to be able to facilitate and utilize techniques appropriate to children's age, development, background and style
Works with children in science, geography and social studies

Associate Instructor

Assume direct responsibility for a total class
Have a positive self-concept and insight into the nature of the teaching role
Develop a base for continuing growth and education

Salary:

Placement on Teacher Aide salary schedule

Time:

Follows schedule of regular teaching day as defined in the Administrative Code. Minimum day is 8:00 to 3:30
Works 40 weeks per year

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Administrative Services
Department of Personnel

AREA COORDINATING INSTRUCTORS'
SALARY SCHEDULE
1970-1971

Salary Level	I Master's Degree	II Doctor's Degree
1	$13,268	$13,838
2	13,816	14,366
3	14,333	14,883
4	14,850	15,400
5	15,367	15,917
6	15,884	16,434

HAS:rt

July 29, 1970

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Administrative Services
Department of Personnel

SENIOR INSTRUCTORS' SALARY SCHEDULE
1970-1971

Salary Level	I Bachelor's Degree	II Master's or Bachelor's Plus 36 Grad. Hrs.	III Master's Plus 34 Grad. Hrs.	IV Dr.'s or Master's plus 72 Grad. Hrs. toward an approved program
1	7,848.50	8,299.50	8,519.50	8,849.50
2	8,162.00	8,624.00	8,844.00	9,174.00
3	8,580.00	9,135.50	9,355.50	9,685.50
4	8,998.00	9,592.00	9,812.00	10,142.00
5	9,416.00	10,048.50	10,268.50	10,598.50
6	9,834.00	10,505.00	10,725.00	11,055.00
7	10,257.50	10,961.50	11,181.50	11,511.50
8	10,681.00	11,418.00	11,638.00	11,968.00
9	11,104.50	11,874.50	12,094.50	12,424.50
10	11,528.00	12,336.50	12,556.50	12,886.50
11	11,951.50	12,798.50	13,018.50	13,348.50
12		13,260.50	13,480.50	13,810.50
13		13,722.50	13,942.50	14,272.50
14		14,184.50	14,404.50	14,734.50

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Administrative Services
Department of Personnel

BEGINNING INSTRUCTORS' SALARY SCHEDULE
1970-1971

Salary Level	Bachelor's Degree	Master's or Bachelor's Plus 36 Grad. Hrs.	Master's Plus 34 Grad. Hrs.	Dr.'s or Master's plus 72 Grad. Hrs. toward an approved program
1	$ 6,850.00	$ 7,250.00	$ 7,450.00	$ 7,750.00
2	7,135.00	7,545.00	7,745.00	8,045.00
3	7,420.00	7,840.00	8,040.00	8,340.00

INSTRUCTORS' SALARY SCHEDULE
1970-1971

1	7,800.00	8,305.00	8,505.00	8,805.00
2	8,180.00	8,720.00	8,920.00	9,220.00
3	8,560.00	9,135.00	9,335.00	9,635.00
4	8,940.00	9,550.00	9,750.00	10,050.00
5	9,325.00	9,965.00	10,165.00	10,465.00
6	9,710.00	10,380.00	10,580.00	10,880.00
7	10,095.00	10,795.00	10,995.00	11,295.00
8	10,480.00	11,215.00	11,415.00	11,715.00
9	10,865.00	11,635.00	11,835.00	12,135.00
10		12,055.00	12,255.00	12,555.00
11		12,475.00	12,675.00	12,975.00
12		12,895.00	13,095.00	13,395.00

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Administrative Services
Department of Personnel

PARAPROFESSIONALS' SALARY SCHEDULE
1970-1971

Salary Level	Level 1 High School Diploma	Level 2 24 Credits	Level 3 64 Credits	Level 4 90 Credits
1	2.00	2.25	2.40	3.00

APPENDIX B

STAFF FINDINGS

PART I

Mary Harmon Weeks School

1. Findings

Staffing

1. The staff knows the definition of their role and the roles of others on the team.
2. Position descriptions do not include instructional responsibilities.
3. While a wide variation in task performance was observed, the staff was performing tasks according to the way they are listed in job descriptions.
4. There is a lack of communication between the regular staff and the staff for supportive services.
5. There is a lack of clarity as to where to go when problems arise.
6. Staff members who have a responsibility for communication seem to be clear about the communication system, but the people for whom this system is intended are less clear about the communication process.
7. Communication at Mary Harmon Weeks Elementary School is significantly more open than at many other schools. Communication is much more vital in this school because of the complex network of interaction that exists.
8. Morale at Mary Harmon Weeks Elementary School is exceptionally high. This was observed in classrooms and in interviews with staff members, parents, and pupils. Extremely high compliments were paid to the principal by all parties.
9. Most staff members interviewed expressed a need for additional staff, particularly at the associate instructor, intern, and paraprofessional levels.

10. The special education program is operated as a self-contained classroom, and a program separate from the differentiated staffing program. Members of the special education staff expressed a desire to become part of the differentiated staffing program.

Career Development

1. While orientation sessions were provided in June and August, 1968, the majority of the staff interviewed did not participate in these workshops.
2. Several people indicated through interview that they spent the first several weeks of teaching at Mary Harmon Weeks Elementary School without knowledge of their role or the institution's expectations of their behavior.
3. No in-service training has been provided to date. Such training was part of the original plans for the program; however, money expected from government sources has not been released for carrying it out.
4. Inherent within the team concept and operative in this building is on-the-job training and staff development relationships among the members of the teams which provide for professional growth.
5. Staff members constantly lauded the senior instructors for the role they play in inducting new teachers.
6. While many of the staff interviewed had no personal aspirations for movement within the structure, they did indicate the opportunities do exist and that this would be helpful in the recruitment of other staff.
7. People in advanced positions indicated that the differentiated staffing structure was meeting their need for professional fulfillment.

8. Non-certificated staff members see their position as a means for entering into the teaching profession.

Instruction

1. The climate observed was mixed. In some areas the climate was very free and open, while in other areas, the climate was highly structured and teacher-directed.
2. While different roles were being performed with respect to organizational structure, little difference was actually observed in the instruction being presented in the classroom.
3. Too often, large group meetings were observed (140 students) where the purpose for such a meeting did not appear to be defined. In no case was there a large group meeting observed where such instruction could not have been presented at least as well in smaller groups.
4. While Mary Harmon Weeks Elementary School is a well-equipped school, staff members reported that they could use more of the same, viz., tape recorders, overhead projectors, paper, chalk, and the like.
5. It appeared to the evaluation team that the materials at Mary Harmon Weeks Elementary School could be used to a greater extent.
6. All people to whom the evaluation team talked (staff members, pupils, parents) reported that the facilities at Mary Harmon Weeks Elementary School are quite adequate and exceedingly beautiful.
7. The lunchroom is too small and should be enlarged.
8. The auditorium is too small and should be enlarged.
9. The open area concept of the suites inhibits flexibility for small group interaction. At least one member of the staff suggested that portable partitions be provided to increase flexibility.

10. All persons interviewed by evaluation team members (staff members, pupils, parents) reported that the resource center is one of the most outstanding features of Mary Harmon Weeks Elementary School. The evaluation team noted several periods during the day wherin the resource center was in disuse, and it questioned whether this valuable resource was being used to capacity.

Learning

1. Teachers were uncertain about the effects of the differentiated staffing program upon the academic achievement of the pupils. They reported that it is too early yet to know whether the program has had a significant effect upon pupil achievement.
2. The teachers reported that they are better able to meet the individual needs of the students.
3. The teachers reported that they are able to be more flexible in making instructional assignments and in defining learning groups.
4. The staff reported that the students are becoming more independent and more responsible for their own learning.
5. The teachers report that they are better able to treat the individual problems of pupils. The teachers are able to share the problems of a pupil within the team and have the team act on pupil's problems jointly rather than having the individual teacher deal with the individual student.
6. Parents, too, are uncertain about the extent to which the differentiated staffing program has made a significant impact upon pupil achievement.
7. Parents reported that their children are becoming more independent at home and appear to be more responsible individuals.

8. The pupils report that they are learning a great deal more.
9. Pupils report that they are getting more education through the supportive services program and learning through the resource center.
10. Pupils report that they like the atmosphere at Mary Harmon Weeks Elementary School.

Community Relations

1. Parents reported that they liked the course offering at Mary Harmon Weeks Elementary School, and that they liked the supportive services and the resource center.
2. Parents reported that the school is very open and that they felt they could come to the school at any time.
3. The parents reported that communication at Mary Harmon Weeks Elementary School is better both in extent and in depth. They feel that they are more aware of what is going on and have greater opportunity to interact with the school.

2. Recommendations

Staffing

1. The position description for the differentiated staffing program should be reviewed and the specific instructional responsibilities at each staff level should be incorporated in them.
2. Steps should be taken to implement a communication link between the regular staff members and supportive services staff members.
3. Some time should be set aside as a total group to periodically review the individual roles of staff members. These meetings should be aimed at clearly defining for staff members where they can best take various kinds of problems as they arise.

4. Steps should be taken to eliminate the existing understaffed conditions at Mary Harmon Weeks Elementary School.
5. Steps should be taken to bring the special education program into the domain of the differentiated staffing program.
6. Provisions should be made for empirically assessing the efficiency and thoroughness to which tasks listed in job descriptions are being performed.
7. The roles of each of the staff members of a given team should be sufficiently well defined for the students so that they know who, or where, to turn for certain kinds of help.

Career Development

1. Provision should be made for conducting recurrent orientation workshops throughout the school year.
2. Follow-up activities should be performed to assure the attainment of an in-service training program for the staff.
3. With the significant talent base resident within Mary Harmon Weeks Elementary School, steps should be taken to organize from within to provide for in-service training.
4. Provision should be made for providing for the professional advancement of non-certificated personnel.

Instruction

1. The learning activities being provided in various size groups should be reviewed systematically and the functional requirements for such grouping should be explicated.
2. Means should be explored for more fully using the resources currently available.

3. Space should be sought for conducting small group meetings away from the large suites.
4. A log of academic, emotional, and social progress should be rigorously maintained by each team.
5. A program should be designed and implemented for all grade levels to involve pupils in more and higher cognitive levels of pupil-initiated talk in the classroom.

Community Relations

1. Systematic communications should be held at all grade levels with parents regarding the program offering at Mary Harmon Weeks Elementary School.

APPENDIX C

VINCENT EVALUATION

INDICATORS OF QUALITY

Report of an

observation and evaluation

of the

Mary Harmon Weeks Elementary School

and the

Martin Luther King Junior High School

William S. Vincent

The evaluation of the Mary Harmon Weeks Elementary School and the Martin Luther King Junior High School in the Kansas City School District took place on April 6 through 9, 1970. Four specially trained observers were flown into Kansas City for the four day period.

Thirty-six observations were made in the elementary school and 60 observations were made at the junior high school level. The observations were so designed that every professional on the staff of both schools who is normally scheduled to work with pupils as a major part of his assignment was observed sometime during the four day period.

The Nature of the Observations

Indicators of Quality is a new instrument for measuring school quality by observing certain critical aspects of behavior in the classroom. The instrument is based on four characteristics of internal school behavior that are judged to be basic to quality: individualization, interpersonal regard, creativity and group activity. The term "Indicators" is chosen advisedly. There may also be other indicators of school quality, but it would be difficult to deny that these four are important. A score obtained by the application of this instrument to a school system is a quantification of quality based upon these four criteria.

The four characteristics of the educational setting that are examined in applying Indicators of Quality were determined by educational experts who were asked to decide upon what bases they would judge school quality. Since all four have to do with behavior of pupils and teachers, it is possible to watch the teacher-learning procedure and determine from the behavior observed whether the intent of one or another is present. But this necessitates knowing what specific aspects of behavior are critical to the realization of each criterion characteristic.

An extensive search of the literature was made - books, pamphlets, periodicals, anthologies, research studies proposed, written or reported by authorities in each of the four areas. What do the experts, as a group, say must be present in the classroom setting in order for individualization of instruction to be realized? What must be present for interpersonal regard? What for creativity, for group activity? Conversely, what in the classroom setting works against the realization of each?

Certain key concepts were found to define the content of the four criteria. Nine key concepts of individualization were discerned, ten key concepts of interpersonal regard, nine key concepts of creativity and twelve key concepts of group activity - forty key concepts in all.

Some of these relate exclusively to teacher behavior, or pupil behavior; others may be discerned both in what teachers do and in what pupils do. This overlap among the two types of "actors" on the classroom "stage" - teachers and pupils - results in a total of 51 items in the instrument derived from the 40 key concepts - 17 of which are observable in teacher behavior, 17 in pupil behavior and 17 in the interaction between teacher and pupils. Indicators of Quality is designed to obtain a reliable school district score based upon the degree to which these four characteristics are present in the total educational setting.

The procedure requires observers to obtain a series of time samples of standard length and structure. They follow precise instructions in timing, their attention to teacher, pupils, and teacher-pupil interaction. The unit sample is not the teacher but the time sample. Observer schedules are set up to obtain throughout the observation day sampling of all class meetings pertaining to the evaluation.

The screening and training of the observers are fundamental to obtaining a reliable school district score through the application of Indicators of Quality. It is not intended that school staffs will be able to evaluate themselves using this instrument. Training of observers is administered in a structured three-day session of familiarization and trial application. During the first six days of an observer's work, a sampled "cross-check" is made against other observers in order to identify highly variable or grosslydivergent observers. Whenever these are found, their work is discarded and their schedule redone.

The key concepts from which the items of the instrument derive may be polarized--i.e., in terms of the most favorable characteristics on the one hand, or the lease favorable on the other. By way of illustration let us take the category individualization. One of the elements in individualization of instruction has to do with teacher communication to pupils. If the teacher's communication is always the same message delivered the same way to all the pupils at the same time (e.g. aloud), it is not individualized, and would represent the negative polar characteristic, or the negative sign, for one element of individualization. If, on the other hand, the teacher is quietly communicating with individual pupils or small groups about individual problems, teacher communication is individualized. This would represent the positive polar characteristic, or the positive sign for that element.

The result of observing the positive sign is a positive score; observing the negative sign, a negative score. No evidence at all, inconclusive evidence, or the absence of either extreme would result in no score. This system offers a convenient means of obtaining a total score based upon a number of items. A score can entail (1) a "difference" score - the average number of items scored positive, minus the average

number scored negative; or (2) the average of the positive scores; or (3) the average of the negatives, or (4) the percentage of the sample of observations scored in which the difference score is positive. All of these scoring procedures are reported in the present study. However a statistical analysis based on the first 65 districts, using the chi-square technique reveals that the difference score provides the most reliable result. The instrument's 51 polarized items provides a total scale capacity of 103 ranging from +51 to -51, including 0. Certain of the signs are observable only in teacher behavior, certain only in pupil behavior, and others can be seen only in the interaction of pupils and teachers. For example, an item observable only in teacher behavior is teacher's response to pupil comments. The positive sign is teacher reflects pupil response, question or comment to the class to provoke further questioning and discussion. The negative sign is teacher squelches pupil response, question or comment; cuts off further discussion. The origin of this item is a key concept of the group activity category; it is an aspect of pupil behavior that authorities on group activity state signifies learning in group activity.

An item observable only in pupil behavior is response to comments of other pupils. The positive sign: pupils respond to comment or statements made by another pupil (may challenge, agree, disagree, be non-committal or ask for supporting facts). The negative sign: pupils do not respond to comment by another pupil (pupil communication is only to the teacher). The origin of this element too, is group activity.

An item observable in the interaction of teacher and pupil involves pupil participation in evaluation of group efforts. The positive sign: teacher encourages pupils' assistance in the evaluation of group activities.

The negative: teacher belittles, ignores or overrules pupil's evaluation of a group activity. Again, the origin is group activity.

Results of the Observations

The scores obtained in the observations of these two schools are referable to scores obtained on a comparison, or norm group, of school districts. This norm group consists of 122 largely suburban school districts located in 12 major population areas of the United States from coast to coast. The comparison of the results for the Mary Harmon Weeks Elementary School and the Martin Luther King Junior High School with those of the norm group is shown in the tables accompanying this report.

In the tables each tally mark represents a school district. The tally marks are arrayed on three scales, elementary, secondary, and composite. Each array is tabulated by score interval, the scale for which appears at the left. Of the 122 school districts, 112 had elementary schools; 102 had secondary schools. In each of these arrays of tally marks a red arrow head points to the position of the two Kansas City schools which are the subject of this evaluation. Where the array is labeled "elementary" the reference is to the Mary Harmon Weeks Elementary School. Where the array is labeled "secondary" the reference is to the Martin Luther King Junior High School. The actual score for each of these schools is indicated at the bottom in the line labeled "district score." The mean score of all the districts represented in the array is indicated in the line above that is marked "mean." The range of scores actually attained by the districts of the norming sample is shown in the line marked "range."

We see from Table 1 that the elementary school, with a mean difference score of 3.14, occupies a position in the lower fifth of the norm districts,

and that the secondary school, with a mean difference score of 1.05 is at the bottom of the norm districts. The mean difference score of 3.14 means that the sum of all the negative signs seen, subtracted from the sum of all the positive signs seen, divided by the number of situations observed results in the figure 3.14. Put another way an average preponderance of 3.14 positive signs over negative signs was seen in the Mary Harmon Weeks Elementary School.

The highest scoring district yet observed, we see from the line marked "range", had a mean difference score of 11.88. This occurs on an instrument consisting of 51 positive signs and 51 comparable negative signs. While the nature of the items is such that it would be impossible to find all 51 positive (or negative) items occurring in a single classroom over a fifteen minute period, there are individual instances of scores as high as 38. In the case of the Mary Harmon Weeks Elementary School the highest scoring situation had a positive mean difference score of 17. The lowest such score was minus 4. Exactly 75% of all observed situations in this school were in the plus rather than the minus range. This is a relatively high showing. In the norm sample the range of percent positive runs from 38% to 94%. Thus it can be seen that in this regard the Mary Harmon Weeks Elementary School exhibits a relatively wholesome situation with three quarters of the observations regarded in the positive range.

In the case of the Martin Luther King Junior High School, the highest single score was plus 7, the lowest minus 7. It would appear that, compared with the Weeks Elementary School, there is much less pupil and teacher activity, particularly of a positive nature.

Diagnostic Analysis of Scores

As explained above INDICATORS OF QUALITY comprises a series of behavioral signs indicative of one or another of four different "indicators" that experts in learning agree are characteristic of a good educational program--individualization, interpersonal regard, creativity and group activity. The results in this instance have been scored with respect to the norming sample on arrays that indicate the relative scores of the four indicators. This information appears on Pages 2 and 3 of the tables. The number of cases in the norming group at the elementary level is slightly inflated (N = 123) over that of the previous table. The reason is that some districts, observed in two different years, are counted as two districts in this table (once for each year observed).

It should be noted at the outset that the norming group as a whole shows up better on interpersonal regard than it does on any of the other indicators. This is evident from the relatively high position on the scale of the tally marks for interpersonal regard. Also the range--from a mean difference score of 1.54 for the lowest scoring district in interpersonal regard to a mean difference score of 7.25 for the highest scoring such district. Thus we could conclude that as regards such matters as personal interaction, general empathy, kindness, humaneness, and warmth exhibited by teachers and pupils for one another, our schools show up relatively well.

We see that in interpersonal regard the Mary Harmon Weeks Elementary School scores higher than in the other three categories (Page 2 of tables). Not so the Martin Luther King Junior High School, however. Here the scores for the four indicators are uniformly low, the interpersonal regard category scoring practically as low as any of the others.

The Weeks school shows up best in this analysis on individualization when its position relative to the schools of the norming sample is considered. We see that it is near the top of the lowest third of the norming scores.

As explained above INDICATORS OF QUALITY consists of 17 teacher signs, 17 pupil signs, and 17 teacher-pupil interaction signs. The effectiveness of the total educational situation is by no means confined to what the teacher does. Hence it is important to observe pupils as well as teachers. The results of this analysis are presented in Pages 4 and 5 of the tables.

As is immediately evident from the display of tally marks, the following discussion is pertinent to all the schools of the norming sample. Teachers appear to manifest their signs more frequently than do the pupils. This is true not only for these two schools but for the total sample. The teacher-pupil interaction signs, likewise, score below the teacher signs and about on a par with the pupil signs for the norming sample as a whole. Put another way, pupils in general do not sufficiently participate, or play their proper role, as this role is envisioned by the authorities on learning, in the educational setting of the classroom. If we compare the secondary level (Page 5) with the elementary level (Page 4) we see that this lack of participation on the pupils' part is greater at the secondary level. For the norming sample in general, the mean of the teacher signs for the secondary is only slightly below the mean of the teacher signs for the elementary. A larger share of the difference between elementary and secondary mean difference scores as noted in Table 1, therefore, is accounted for by lack of pupil participation more than by lack of teacher participation. The teacher-pupil interaction signs, not only requiring pupil participation but also

a higher degree of teacher awareness of the importance of pupil participation in the teaching/learning process, are in general lower in score than the teacher signs and comparable to the pupil signs.

As regards the Weeks and King Schools specifically, we see that their relative positions on these charts parallels that of Page 1. The Weeks School is in the bottom fifth of the norming sample. The King School is at the bottom on teacher signs and teacher-pupil interaction signs; it is slightly better than this on the pupil signs.

A further analysis of the INDICATORS OF QUALITY scores has to do with style of educational activity recorded when the observer was in the room. Style of educational activity is one of the most significant variables related to characteristics of the classroom. Whether the ongoing work is conducted in the form of class discussion, question and answer, lecture, seat work, individual work, or a number of other means employed between teachers and pupils, this feature has a strong influence on the score obtained. The high scoring modes of class activity are class discussion, small group work, individual work, and laboratory work. Low scoring styles are question and answer, lecture, and seat work.

The following tabulation shows the percentage of observations in the two schools combined in which the indicated style was recorded:

Question and Answer	32
Class Discussion	3
Teacher Lecture	4
Small Group Work	3
Individual Work	18
Demonstration	5
Laboratory	1
Test	1
Movie	7
Seatwork	15
Other	5
Unrecorded	6

It can be seen from this that question and answer (in which the teacher asks a question of an individual pupil, receives an answer, then asks another, and so on while other pupils wait their turn) and seatwork (in which pupils do assignments at their desks) occupy fully half the time. The incidence of individual work (18%) is higher than for schools in general and may reflect the effects of the differentiated staffing set-up. Small group work, on the other hand, another advantage of differentiated staffing, was seen only 3% of the time. Despite the opportunity for general class discussion afforded by the large groups, the incidence of this always high scoring style is limited to 3%.

Conclusion

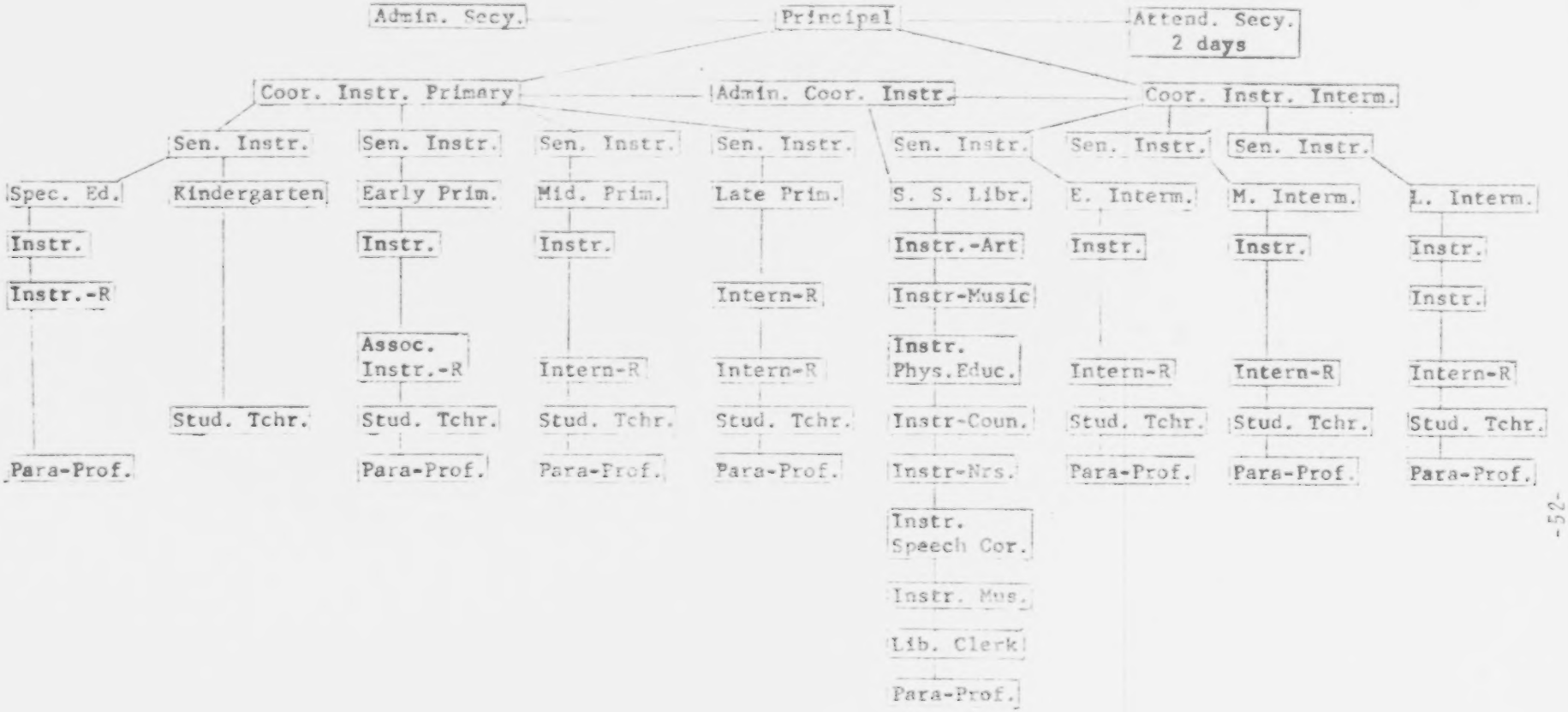
It would appear from this that the pattern of differentiated staffing is working well in the Mary Harmon Weeks Elementary School. The broader problems of the junior high level have limited it there. However, the opportunities offered by this method of staff organization might be enhanced if the staff devoted itself to a consideration of teaching styles that are made possible by it and that are invariably high scoring styles--class discussion, small group work, individual work, and laboratory, as described above. Perhaps some study and mastery of the skills incident to these styles would greatly enhance the scores.

It should be borne in mind that this analysis has been cast against a rigorous set of comparison districts. The norming sample consists of schools that are among the highest expenditure schools in the country. They are largely suburban, and it has been found that the smaller districts, with consequent closer community control, has affected education in them for the better. Thus to show up as well as they have against a selected group of the nation's schools augurs well for a continuation of this experimental pattern.

APPENDIX D

WEEKS STAFFING PATTERN

Differentiated Staff Organization for Mary Harmon Weeks Elementary School



APPENDIX E

KING STAFFING PATTERN

Differentiated Staff Organization for Martin Luther King Junior High School

APPENDIX F

WEEKS COMMUNICATIONS SYSTEM

Mary Harmon Weeks School

Suggestions For

Team Planning Sessions

As we begin our third year at Mary Harmon Weeks, we find that our emphasis is on curriculum improvement and the team planning necessary for such improvement to take place.

We suggest that each team work out their planning sessions to include the following:

MUSTS In Each Weeks' Planning

1. Presentation of subject area plans to the team
2. Evaluation of activities
3. Organization and scheduling of activities
4. Consideration of individual and group learning problems
5. Preparation and planning of materials and activities by individuals
6. Preparation and planning of materials and activities by Specialist-teams
7. Staff development activities

ALSO INCLUDE When Applicable

1. Reports from Cabinet, Instructional Council and Committees
2. Discussion of Special Events (Assemblies, Testing, Schedules, etc.)

It is also suggested that a schedule of planning be set up in which two days are used for planning and evaluation, one day for Staff Development and two days for individual and Specialist-team planning. Many teams used this type of organization last year.

Sample Schedule For Weekly Planning Time

Day	Members Involved	Major Emphasis
Monday	Total Team	Evaluation of previous weeks activities, Discussion of individual pupil and group learning problems.
Tuesday	Specialist-teams or Individuals	Lesson planning Materials preparation Interteam visitation Supportive service visitation
Wednesday	Total Team	Staff development activities (Resource Center Orientation, Unipac Workshop follow-up, other in-service activities)
Thursday	Specialist-teams or Individuals	Same as Tuesday
Friday	Total Team	Planning, organizing, scheduling, next weeks' activities

The following specifics will assist us in implementing this plan for improving the effectiveness of team planning. During the month of September, each team will schedule with Mrs. Rowan time for in-depth orientation to new materials and equipment in-depth orientation to new materials and equipment in the Resource Center.

Other scheduled staff development activities will include Unipac Workshop follow-up, coordinating instructor's summer institute follow-up, and work with team Teaching Modules, a semi-programmed course for in-service improvement of skills required for team teaching.

Inter-team visitations will be scheduled beginning in October. This visitation will foster dissemination of ideas within our program. These visits can occur at planning time or any other time when staff members are free of team responsibility and will continue throughout the year.

In order to assure continued and improved communication and correlation of curriculum with the members of the supportive services team, beginning in September, each senior instructor will be scheduled to meet with this team at its planning time at least once a month. Supporting service team members will be scheduled to visit and meet with other teams.

There is need for paraprofessionals to regularly be a part of team planning. This will be worked out and scheduled according to each team's requirements.

Each Senior Instructor is asked to make out an agenda for the Monday and Friday total-team planning session and to provide copies for each team member and the Coordinating Instructor. These should be filed, in order that a complete record of the team's activities may be built.

Attached is a sample form of the agenda which Senior Instructors may use, as we begin our sessions this year. Teams may desire to revise it as needs arise to fit specific situations.

Edythe Darton
Aurelia Johnson
Earle Kenyon
Eugene Wolkey

Dates to Remember:

August 12, 13, 14, 1970 -- Senior Instructors-Paraprofessionals workshop to Follow-up activities of summer activities.

August 17-21, 1970 -- Coordinating Instructors & Senior Instructors - 8 pre-selected Instructors, In-Service Workshop - Unipac Materials.

August 24-28, 1970 -- Total Staff Workshop, Follow-up Activities of Unipac Workshop with total staff. Developing Materials.

Team Planning Agenda

Team _____ Date _____

I. Presentation of Subject Area Plans

A. Immediate

B. Long-Range

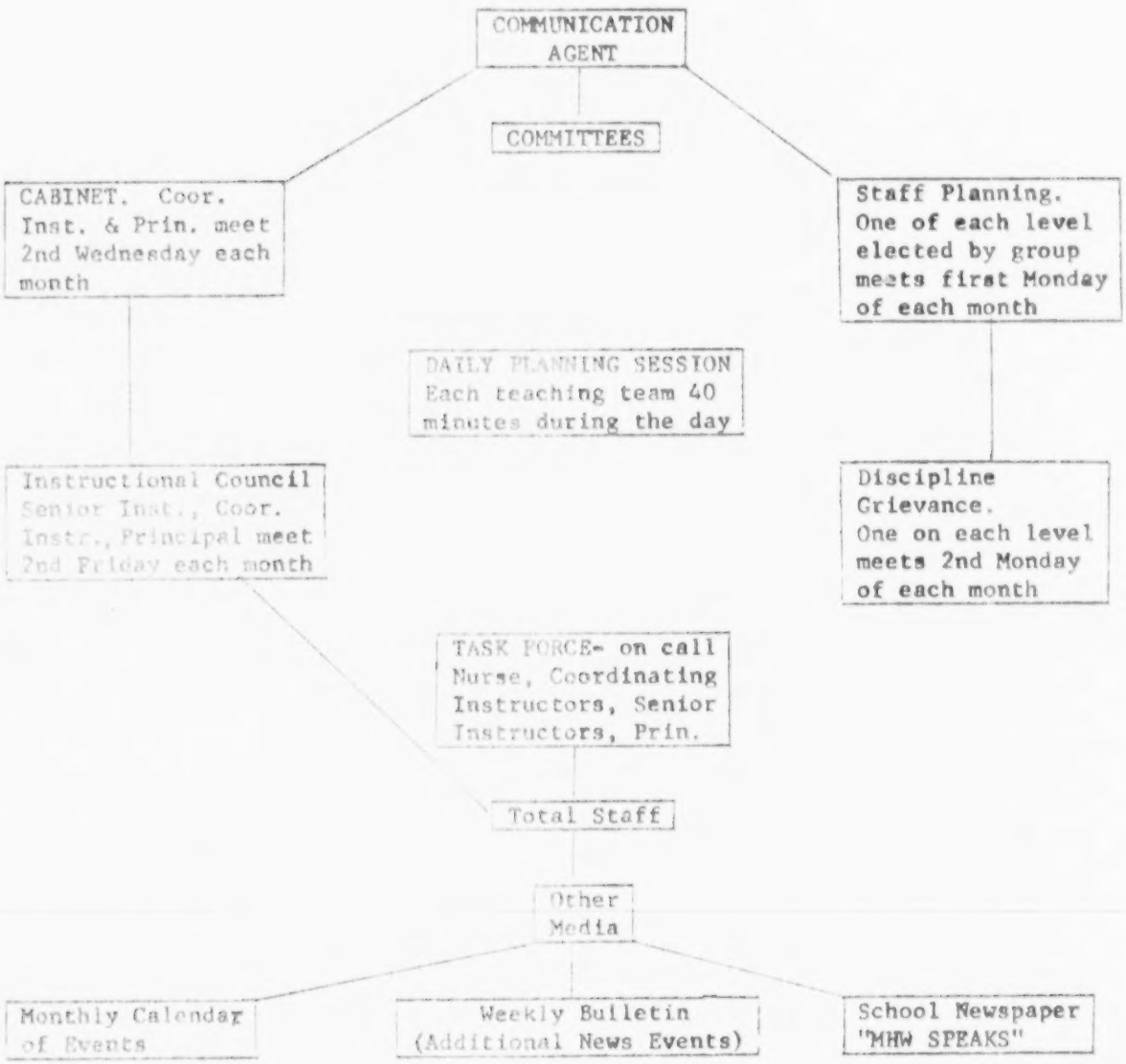
II. Evaluation

III. Organization and Scheduling

IV. Reports

V. Consideration of Individual and Group Learning Problems

TEAM INTERACTION CHART- DIFFERENTIATED STAFFING
MARY HARMON WEEKS ELEMENTARY SCHOOL


COMMUNICATION AGENT
COMMITTEES
CABINET. Coor. Inst. & Prin. meet 2nd Wednesday each month
Staff Planning. One of each level elected by group meets first Monday of each month
DAILY PLANNING SESSION Each teaching team 40 minutes during the day
Instructional Council Senior Inst., Coor. Instr., Principal meet 2nd Friday each month
Discipline Grievance. One on each level meets 2nd Monday of each month
TASK FORCE- on call Nurse, Coordinating Instructors, Senior Instructors, Prin.
Total Staff
Other Media
Monthly Calendar of Events
Weekly Bulletin (Additional News Events)
School Newspaper "MHW SPEAKS"

APPENDIX G

1970 EDUCATIONAL GOALS

Martin Luther King, Jr. Junior High School
and
Mary Harmon Weeks School
School District of Kansas City, Missouri
1970

EDUCATIONAL GOALS

1. We will utilize all necessary resources for the development of the classroom teacher through flexible scheduling, differentiated staffing, staff development, in-service training and community involvement for modernizing and shaping our education program in the 70's.

2. We will establish definite, concrete, sequential, and developmental learning goals in reading, mathematics and communications skills for our students so that the total school effort will be focused on the student achieving established learning goals.

3. We will give maximum support to increase the utilization of instructional resources and materials for the teacher and students in providing the best learning opportunities for all.

4. We will make use of, and encourage other schools to modify facilities that will not confine classroom size to the traditional teacher-pupil ratio, but will incorporate large and small group instructions to accommodate all kinds of learning situations.

5. We will operate schools with maximum confort that will provide continuous education with periodic break intervals for both teacher and pupils thus insuring the tax payer full return on their investment in schools.

6. We will encourage teacher-pupil interaction and involvement in school programs that involve the shaping of their future.

7. We will encourage parent and teachers to seek, through community involvement, all avenues of adequate school financing so that all citizens contribute their equal share.

8. We will seek ways to increase the participation of parents and citizens in determining and conducting the kind of schools they want for their children.

9. We will provide motivational opportunities for students of any socio-economic group to advance so that all learning potentials are explored and fulfilled.

10. We will emphasize the importance of schools as an intergral part of a partnership between the home, religious, and community institutions in the total education of children.

11. We will stress education as a continuous process starting with pre-school and continuing through adult education.

APPENDIX H

SAMPLE: WEEKS MATH

SAMPLE OF MATH CURRICULUM

WEEKS SCHOOL

PROJECTED SCOPE AND SEQUENCE

I. Vocabulary and Symbols

II. Numeration System

III. Addition

IV. Subtraction

V. Multiplication

VI. Division

VII. Problem Solving

VIII. Graphing

IX. Geometry

X. Ratio, Proportion, Per Cent

CONCEPT: Vocabulary and Symbols

SKILL: Sets and Set Notation

BEHAVIORAL OBJECTIVE: Given number sentences with missing symbols, the student will place the correct symbol on the blank

PRESCRIPTION (S): Recall - Students are given a list of terms and symbols to be discussed. Students will read and think about them.

empty set
equal set
intersection of sets
open sentence
set
solution set
subset
union of sets
approximately equal
equal
not equal

Demonstration - Teacher will demonstrate, without explanation, each of the terms on the chalkboard or magnetic board.

Write - As the terms and symbols are demonstrated the student will write the number of the demonstration beside each term. Ex.:

empty set #2
union of sets #3
equal set #1

Discussion - Teacher will discuss each again, demonstrating them for the student.

ASSESSMENT, TEST: Place the symbol which completes the number sentence on the blank.

empty set
union of set
equal set

8 x 9 ___ 9 x 8

142 + n = 142 ( )

Set A = 1, 2, 3
Set B = 2, 4, 6

A ___ B = 1, 2, 3, 4, 6

CONCEPT: Vocabulary and Symbols

SKILL: Operation

BEHAVIORAL OBJECTIVE: Given two sets of factors the student will compute by addition, subtraction, multiplication, and division.

PRESCRIPTION (S): Recall - Students will recall familiar terms and write examples of each beside terms on worksheet.

addend
associative property
common demoninator
denominator
distributive property
division
inverse operation
least common demoninator
like fractions
numerator
product
reciprocal
subtraction
sum

Oral - Discuss terms and examples with the class.

Visual - Use overhead projector to display two examples. Both are completed, one correctly and the other incorrectly. Students will visually check the examples to name the correct example and to tell what is incorrect with the second example.

ASSESSMENT, TEST: Compute each set of factors by all four mathematical operations. Rearrange factors as desired to form example.

87, 23

sum	110
difference	64
product	2001
quotient	3 r 18

7/8, 1/3

sum	1 5/24
difference	13/24
product	7/24
quotient	2 5/8

CONCEPT: Vocabulary and Symbols

SKILL: Numeration

BEHAVIORAL OBJECTIVE: Given a list of terms and a list of examples, the student will match them.

PRESCRIPTION (S): Recall - Students will talk about familiar terms on worksheet.

common factor
common multiple
composite number
counting number
decimal
digit
even numbers
exponent
factor
fraction
fractional number
greatest common factor
greatest common error
integers
least common multiple
multiple
negative number
numeral
odd number
positive number
prime factor
prime number
whole number

Research - Students will locate and study examples of terms in the book, index and table of contents.

Write - Write examples of each on the worksheet.

Discuss - Class will discuss new terms.

ASSESSMENT, TEST: Beside each example write the term which it illustrates from the following list.

decimal
factor
fractional number
multiple
prime factor

10 = 5 x 2	prime factor
1/2	fractional number
8 x 3	factor
.	decimal
10, 20, 30	multiple

CONCEPT: Vocabulary and Symbols

SKILL: Measures

BEHAVIORAL OBJECTIVE: Given a meterstick and a yardstick, the student will measure in meters and yards the length of the classroom.

PRESCRIPTION (S): Write - Write the following terms on the chalkboard.

meter	centimeter
yard	inches

Manipulate - Have available a yardstick, ruler, and meterstick to measure various objects in the classroom.

Visual - Display and discuss charts showing metersticks and centimeters, yardsticks with inches.

ASSESSMENT TEST: Use yardstick and meterstick to measure the length of the classroom. Write the measurement in the following ways.

meters _____

centimeters _____

yards _____

feet _____

inches _____

CONCEPT: Vocabulary and Symbols

SKILL: Geometry

BEHAVIORAL OBJECTIVE: Given a list of terms and symbols, the student will match the symbol with the correct definition.

PRESCRIPTION (S): Observation - The student will locate pages on geometry from the table of contents, thumb through the pages, and look at examples to become familiar with the meaning of geometry.

Write - The student will be given a worksheet listing term definitions. Students will attempt to define and give examples of each. The worksheet will include:

angles
arc
area
circle
circumference
closed path
closed surface
cone
cube
cylinder
diameter
ellipse
endpoints
hexagon
line
line segments
parallel
parallelogram
pentagon
perimeter
perpendicular
pi
plane
point

ASSESSMENT, TEST: Write the number of the correct answer on the blank beside each statement.

1. line segment
2. circumference
3. volume

__2__ The distance around a circle

__3__ The measure of a solid region

____ The distance between two points on a line

(Continued From Previous Page)

CONCEPT: Vocabulary and Symbols

SKILL: Geometry

BEHAVIORAL OBJECTIVE: Given a list of terms and symbols, the student will match the symbol with the correct definition.

PRESCRIPTION (S):

point of origin
polygon
prism
pyramid
quadrilateral
radius
rays
rectangle
right angle
solid region
sphere
square
trapezoid
triangle
volume

Research - The student will use the index, glossary, or content of text to check answers.

Oral - Teachers will discuss correct answers with students.

Visual - Use chalkboard and magnetic board to illustrate terms.

APPENDIX I

WEEKS AREA ITBS SCORES

PUBLIC SCHOOLS OF KANSAS CITY, MISSOURI
INFORMATION FROM THE DEPARTMENT OF EDUCATIONAL TESTING

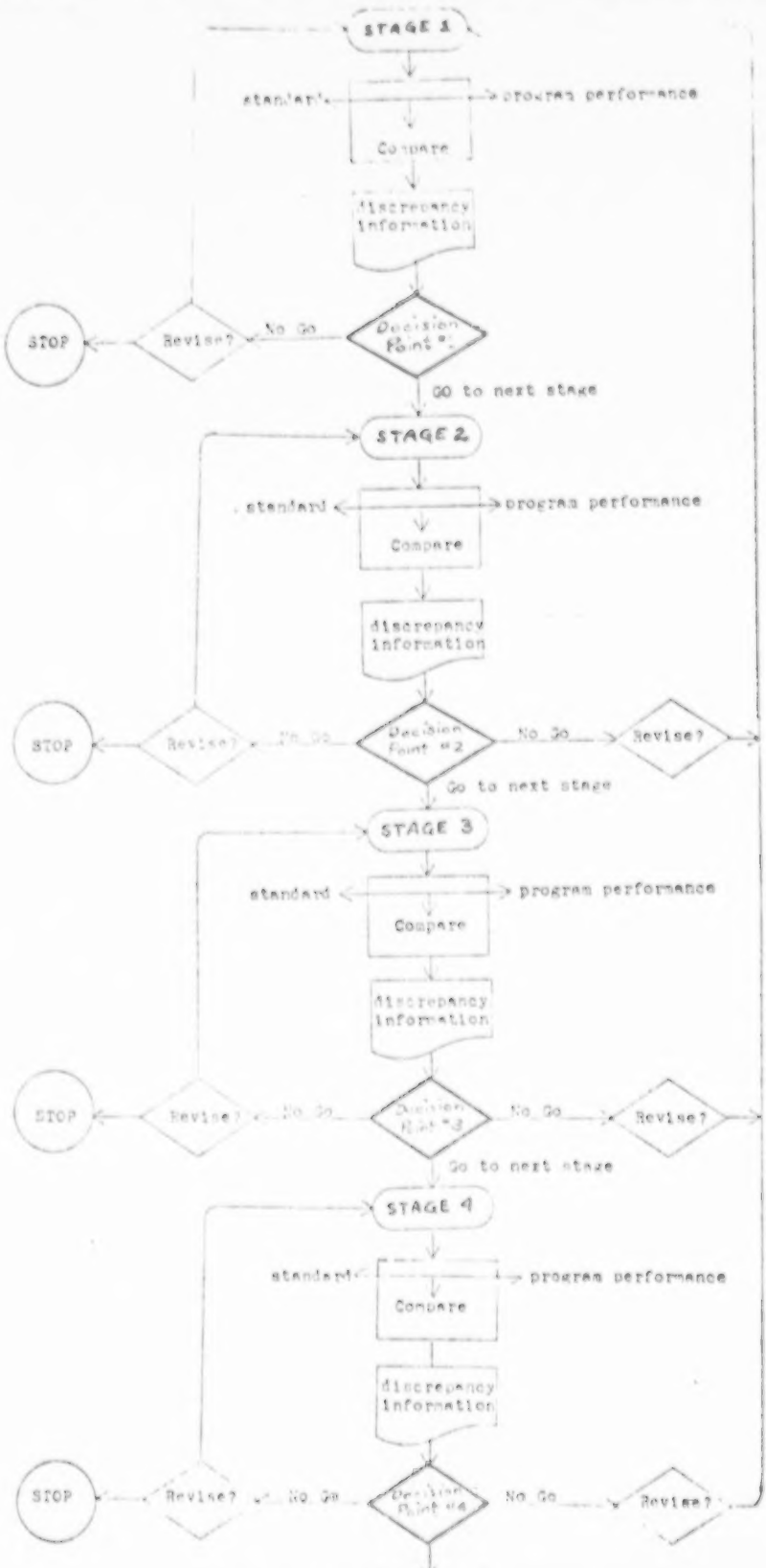
Test Scores for Weeks and Nearby Schools, ITBS Median Grade Equivalents, 69/71

	Spring, 69/71 ITBS Grade Eq. Late Primary (Mdn)				Spring, 69/71 ITBS Grade Eq. Grade 6 (Mdn)			
	1969	1971	1969	1971	1969	1971	1969	1971
	VOC.		READ.		VOC.		READ.	
WEEKS	2.8	3.0	2.8	3.2	5.4	5.4	5.7	5.2
FRANKLIN	2.6	2.8	2.5	2.7		4.4		4.7
LADD	2.8	3.0	2.8	3.0	5.4	5.2	5.3	5.1
MANN	2.6	2.4	2.5	2.5	5.0	4.4	5.1	4.6
MELCHER	3.0	3.0	3.0	3.2	5.8	5.2	5.8	5.6
MESERVEY	3.0	2.6	2.7	2.7	5.0	5.0	5.1	4.9
RICHARDSON	2.6	2.6	3.0	3.0	5.2	4.7	5.1	4.7
SEVEN OAKS	3.1	3.1	3.2	2.7	6.0	5.0	5.4	5.2

APPENDIX J

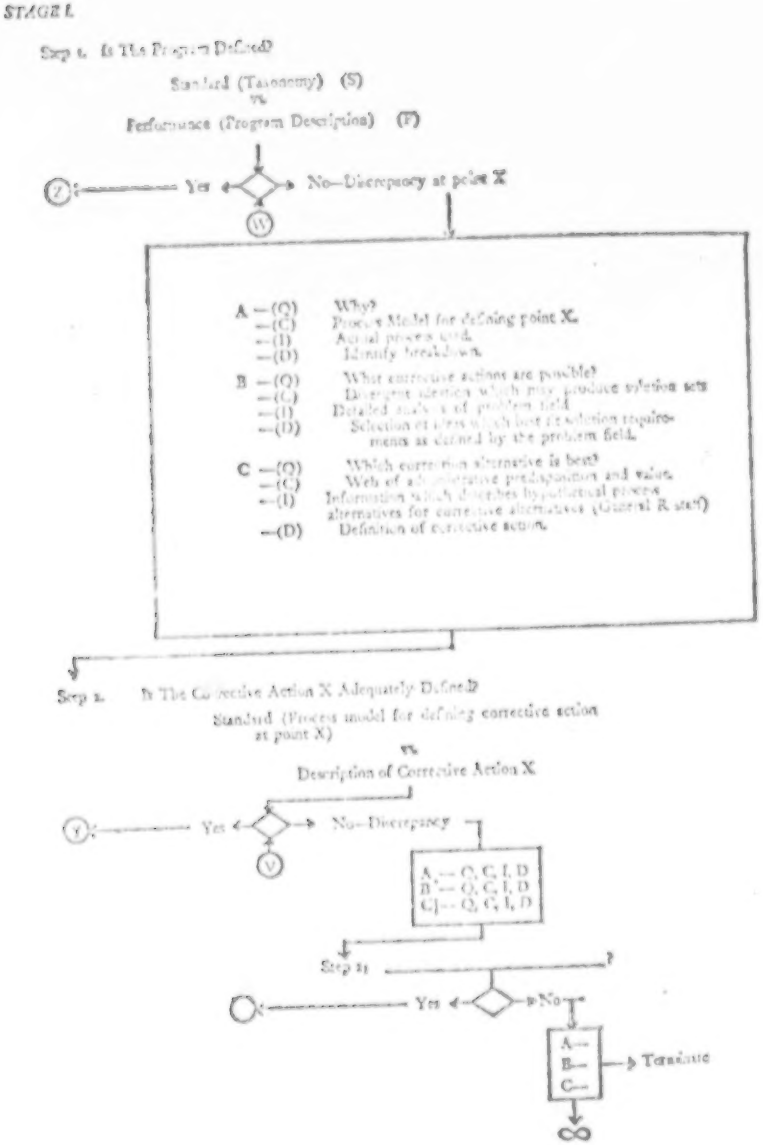
PROVUS FLOWCHART

FLOW CHART TO FACILITATE COMPARISONS OF PROGRAM PERFORMANCE AND STANDARDS



APPENDIX K

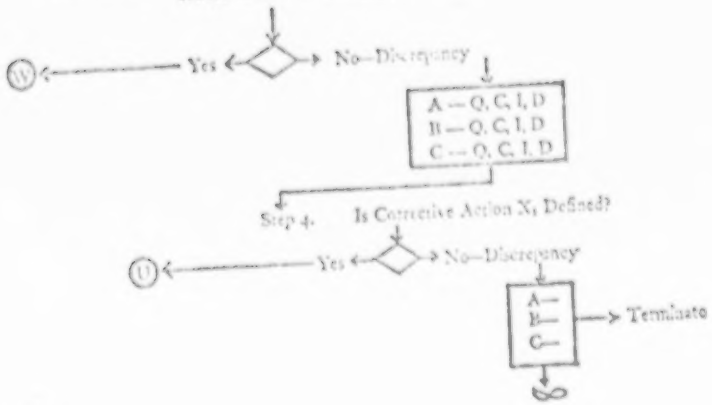
PROVUS EVALUATION


STAGE I
Step 1. Is The Program Defined?
Standard (Taxonomy) (S)
vs.
Performance (Program Description) (P)
Z
Yes
No—Discrepancy at point X
W
A —(Q) Why?
—(C) Process Model for defining point X.
—(I) Actual process used.
—(D) Identify breakdown.
B —(Q) What corrective actions are possible?
—(C) Divergent thinking which may produce solution sets
—(I) Detailed analysis of problem field
—(D) Selection of sets which best resolution requirements as defined by the problem field.
C —(Q) Which corrective alternative is best?
—(C) Web of administrative predispositions and value.
—(I) Information which describes hypothetical process alternatives for corrective alternatives (General R stat)
—(D) Definition of corrective action.
Step 2. Is The Corrective Action X Adequately Defined?
Standard (Process model for defining corrective action at point X)
vs.
Description of Corrective Action X
Y
Yes
No—Discrepancy
V
A — Q, C, I, D
B — Q, C, I, D
C — Q, C, I, D
Step 3:
?
Yes
No
A—
B—
C—
Terminate
∞

(V)

Step 3. Is Corrective Action X_i Installed?

Standard (Process model for installation)
vs.
Performance (Observe installation of corrective action or collect indirect information)



(U)

Step 5. Is Corrective Action X_i Installed?
(Use same installation test as in Step 3)

(Y)

STAGE II.

Step 1. Is The Program Installed?

Standard (Program Description
vs.
Performance
(Continue by repeating the steps used in Stage I)

STAGE III.

Step 1. Are The Enabling Objectives Being Met?

STAGE IV.

Step 1. Are The Terminal Products Achieved?

STAGE V.

Cost/Benefit Analysis

FIG. 3.—Flow of questions raised in course of an evaluation